DOCUMENT RESUME

ED 195 983 CS 005 801

AUTHOR Blatt, Gloria T.
TITLE The Social Settings in Two Classes and Their Effects on Children's Leisure Reading: A Comparison.
PUB DATE 79
NOTE 22p.: Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979). Charts may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Environment; *Classroom Observation Techniques; Elementary Education; Literature Appreciation; *Reading Research; *Recreational Reading; *Social Environment; Student Behavior; Teacher Behavior; *Teaching Styles

ABSTRACT

During a year-long study, the social settings in a grade 3 and grade 4 classroom were examined to determine the effects of the communities on what and how the children read for leisure. Maps of the actual physical setting of the school and classrooms were made, typologies or classifications of the social structures in the class and school were hypothesized, reading lessons were observed and videotaped, and teachers and pupils were interviewed to obtain an understanding of the social rules. The teachers were questioned on several occasions to find out how they thought reading should be taught and observed for what they actually did in class, and the children were asked to keep a record of the books that they read for leisure. At the end of the year all were interviewed, given a chance to respond to the selections they had read, and asked how they heard about the books they read. The two classes differed in a number of ways that affected how the children learned about books and ultimately about what they read. The data suggested at least one way a teacher can structure activities in the class to create a reading community. (Lists of books read by the students are appended.) (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195983

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE SOCIAL SETTINGS IN TWO CLASSES AND THEIR EFFECTS ON CHILDREN'S LEISURE READING: A COMPARISON.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gloria T. Blatt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Gloria T. Blatt
Oakland University
Rochester, MI 48063

CS 005 801

THE SOCIAL SETTINGS IN TWO CLASSES AND THEIR EFFECTS ON CHILDREN'S LEISURE READING: A COMPARISON

Presumably reading instruction has at least two purposes: to help children become literate and acquaint them with the pleasures and profits of reading. While we know a considerable amount about how people become literate, we know less about the evolution of reading interests.

Those studies of reading interests which do exist[1] deal with books which children read rather than the development of their interests and the influences which the social setting may have on them. An example is Norvell's What Boys and Girls Like to Read[2], a study in which a large number of children in the third through sixth grade were asked to specify whether a book, story, or a poem was "very interesting," "fairly interesting," or "uninteresting." The results offered scores on specific titles. (For instance, Lear's "The Owl and the Pussy Cat" received approval from 87.4% of the participants in grades four through six.) Although Norvell came to general conclusions, he offered no explanation of how children came to prefer one story or poem to another.

The research which is described below is a departure from existing investigations on reading interests because it is a naturalistic study (conducted in the field in two actual classrooms) and describes the social settings of the two groups and the effects of the communities on what and how the children read for leisure. The ethnographic techniques which were used are particularly powerful for obtaining information on how children become involved in reading books because interest in books is probably nurtured over a long period of time in certain social settings and because classrooms are, in fact, mini-communities with

governments or administrations, rules or laws, and belief systems (for instance, that reading is a valuable skill).

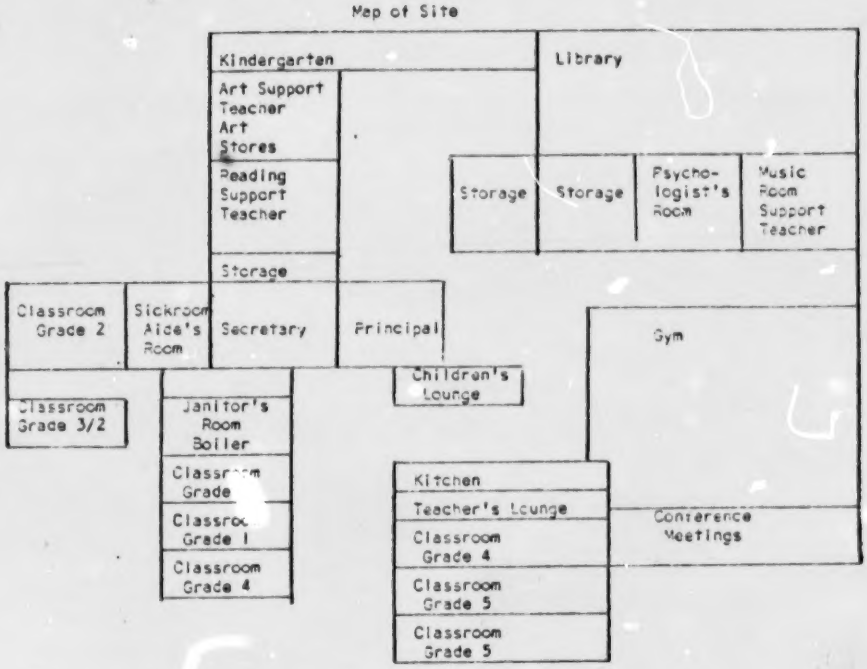
During a year-long study, the social settings in two classes were examined in a number of ways. Maps of the actual physical setting of the school and the classrooms were made, typologies or classifications of the social structures in the class and school were hypothesized, reading lessons were observed and videotaped. Teachers and pupils were interviewed to obtain a clear-cut understanding of the social rules as understood by members of the community. The teachers were questioned on several occasions and were observed to find out how they thought reading should be taught and what they actually did in class. Finally, each child in the two classes was asked to keep a record of the books which he or she read for leisure. At the end of the year all were interviewed, given a chance to respond to the selections they had read, and asked how they heard about the books which they read. The two classes differed in a number of ways which affected how the children learned about books and ultimately what they read. The data suggests at least one way a teacher can structure activities in the class to create a reading community.

During the entire year the writer visited the two classes two times a week, frequently for the entire day, "hanging around" the classroom, acting as participant in classroom activities, teaching on occasion, helping the teachers correct papers, taking voluminous notes on the many events in the class which were related to reading and language arts. Copies of the children's writing were collected and careful records were kept of the books which the children read when books were assigned and when the group had free reading choices.

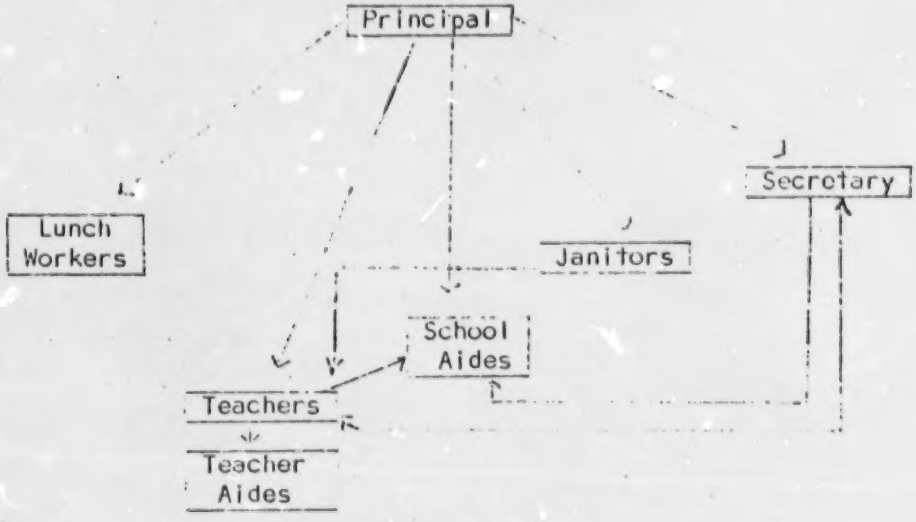
The two classes were in a small elementary school (250 children) in a midwestern city of 400,000 in a school located in an upper-middle-class neighborhood.

Most of the parents were employed in a nearby state capitol, a large state university, or local industry. A few were self-employed professionals. The two classes, one a third grade and the other a fourth grade, had twenty-five and twenty-six children in them respectively. A map of the school follows:

Map of Site



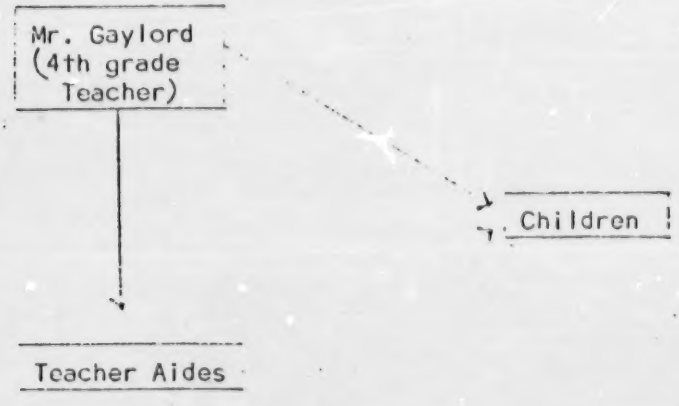
After considerable observation and interviews, the following social structure was hypothesized for the school staff:

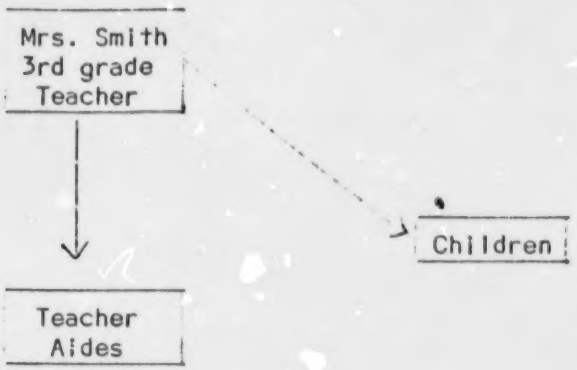


The principal had the authority to direct what was taught in the classrooms, but actually did not do so, leaving the teachers to make final decisions on how and what they taught in reading. Methods and materials for teaching reading, therefore, reflected teachers' personal philosophies on education, rather than decisions imposed from above.

Typologies (classifications) of hypothesized social structures in the two classes were also developed. The two classes differed markedly, as shown below:

Hypothesized Informal Social Structure of Individual Classrooms





Mr. Gaylord (a pseudonym) directed the activities of his fourth grade class, but he also delegated some teaching to aides. Mrs. Smith did not delegate any teaching to aides because, as she put it, she needed to know exactly what progress her children were making so that she would know how and what to teach. As a result, she always taught her children and aides were used exclusively for grading papers and other paperwork.

The two teachers also disciplined their classes in different ways. At the beginning of the year, Mr. Gaylord conducted a series of discussions on acceptable behavior with his entire class. At the end of the discussion, teacher and children designed a set of rules on social behavior which were then printed on a large card and placed in a prominent place at the front of the room. When enforcing the rules, Mr. Gaylord was careful to explain why he thought the individual or group was misbehaving and how he personally felt about the misbehavior. He always gave the children a chance to tell how they felt about the situation, and then teacher and children decided together what procedure to follow. Throughout the year children told the writer that they thought Mr. Gaylord very fair or "nice."

Mrs. Smith, on the other hand, did not place rules in a prominent place or even state what the rules were in any well-defined way. However, she was very consistent. She demanded that work come before play. At the end of marking periods she insisted that all work must be complete. At the end of the year she made at least five children spend an additional day at school completing work which had to be done before they would be promoted. Many of the children in the class chaffed under her rule and considered her "mean."

Reading lessons in both classes were observed by the writer repeatedly. Both teachers used similar methods for teaching reading, working with groups of six to ten children who were reading at more or less the same level. The two teachers differed, however, in the materials they chose for teaching reading and in the ways they introduced the children to literature. Mrs. Smith used several basal readers, which ranged in difficulty from second through fourth grade levels. Mr. Gaylord used basals for a short period at the beginning and middle of the year, but during most of the year used twenty trade (non-text) books[3] which he first read orally to the entire class and then assigned to one of four reading groups.

All in all, Mr. Gaylord found time to read twenty-six books aloud to the children during the year.[4] During the same period, Mrs. Smith read three books[5] aloud. The stories in the basals which Mrs. Smith used were frequently excerpts from longer literary selections, but she did not introduce the children to the books from which the stories were taken.

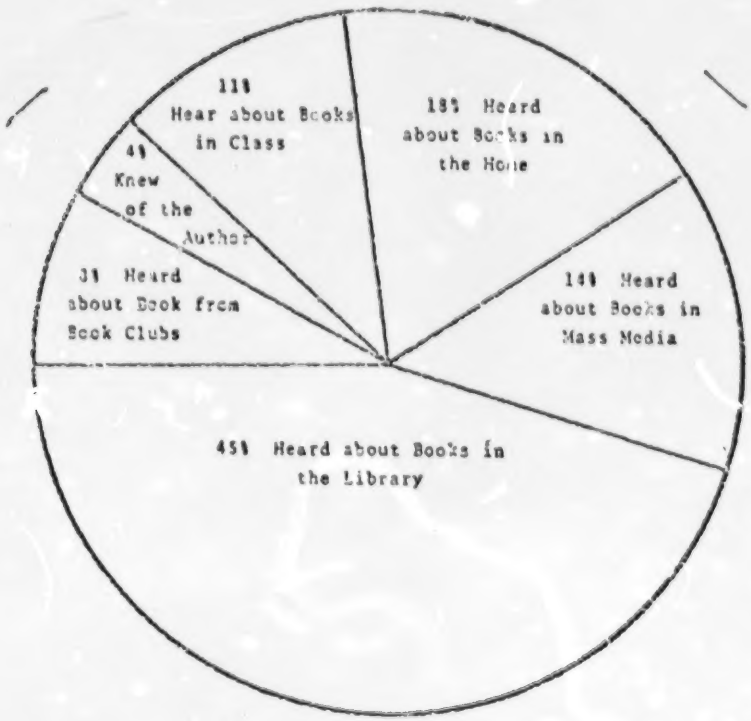
In reading lessons Mr. Gaylord placed most emphasis on helping the children understand story structure and on critical reading. During her lessons in reading, Mrs. Smith placed primary emphasis on teaching word-attack skills, structural analysis, and on remembering details of stories.

Both teachers regularly gave their children a half hour of free reading on Fridays. For the books they read during that period, the children had access to a considerable number of books, approximately one hundred books in each classroom and an additional five thousand six hundred in the school library. The boys and girls in the two classes read more or less the same number of books.

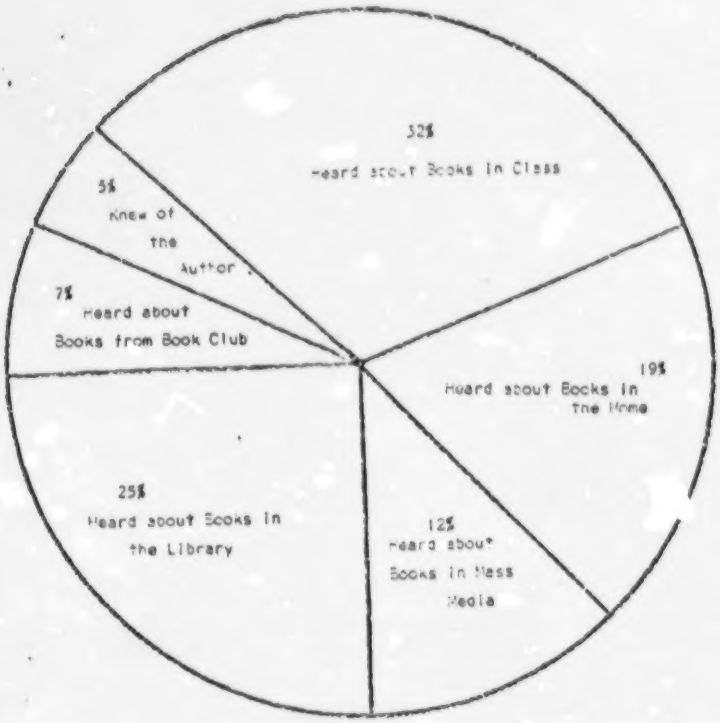
Interviews conducted in April, May, and June with all the students in both classes showed that the two teachers had established different leisure reading communities because of differences in the two social settings. Children in Mr. Gaylord's class reported that they had heard about books from the following sources: 32% of the time from their teacher or someone else in the class, 19% of the time from someone in their homes, 12% of the time from mass media (like television or the movies), 25% of the time from the school or classroom library (without help from anyone), and 7% of the time from various book clubs. In other words, approximately one-third of the time the children in Mr. Gaylord's class first heard about books which they later read when the teacher read them aloud (20%) or when a friend recommended the book (12%). Therefore, there was considerable discussion among the children and between teacher and children about personal reading and many of the children reread books which they first heard in class.

In the second class children obtained most information about books from sources other than teacher or fellow students. During the interviews at the end of the year, Mrs. Smith's class reported hearing about books 11% of the time from children in the class or from their teacher. Of the 11%, only 3% said that their teacher had told them about the books. 18% of the time the children heard about books from home, 14% of the time the children heard about books from the mass media. Many children (45%) either picked up books without guidance in the

school or classroom library. 8% learned about the books they had read from book clubs and 4% chose a book because they knew the author. In other words, neither the teacher nor the children talked very much about books in class. Instead, the children turned to other sources of information, most frequently the school or classroom library. The differences between the two classrooms are shown graphically below:


11% Hear about Books in Class
18% Heard about Books in the Home
4% Knew of the Author
3% Heard about Book from Book Clubs
14% Heard about Books in Mass Media
45% Heard about Books in the Library

Mrs. Smith's Class
Sources from which Children Heard about Books



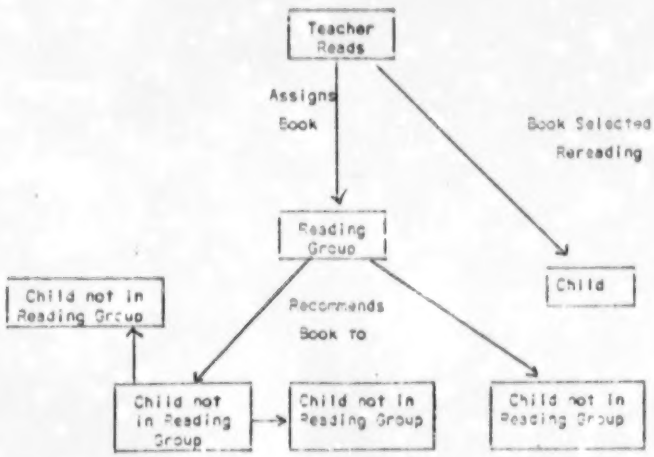
Mr. Gaylord's Class

Sources from which Children Heard about Books.

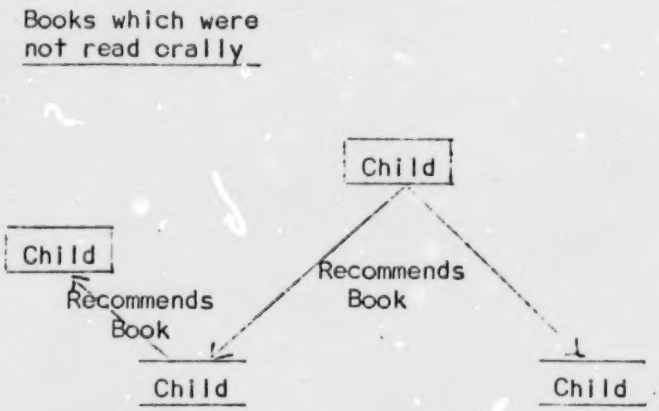
Although there are some marked differences between the two classes, in most respects the children heard about books the same way. For instance, 19% of Mr. Gaylord's class and 18% of Mrs. Smith's class heard about books at home. 12% in Mr. Gaylord's class and 14% in Mrs. Smith's class heard about books in the mass media. The book clubs helped both groups find titles 7% and 8% of the time. The big difference between the two groups lies in how many books were learned about in class and library. Mrs. Smith's group went to the school and classroom libraries far more frequently than Mr. Gaylord's group, who frequently turned to books heard about in class.

The interviews with children in Mr. Gaylord's class revealed two reasons why the children heard about books in class. As mentioned above, Mr. Gaylord first read twenty-six books aloud and then assigned twenty of them to be read in one of four reading groups. But many more than six to ten children read many of the books. Frequently, the same books which were read in a reading group were then read by children who were not in the reading group and who also wanted to read the book on their own. The dynamics of book exchanges in Mr. Gaylord's class can be seen in the following diagram:

Typical Book Interaction in Mr. Gaylord's Class



Interaction from teacher to children also stimulated considerable discussion between children who recommended books they had read but which Mr. Gaylord had not read to the class, creating a dynamic network similar to the diagram below:



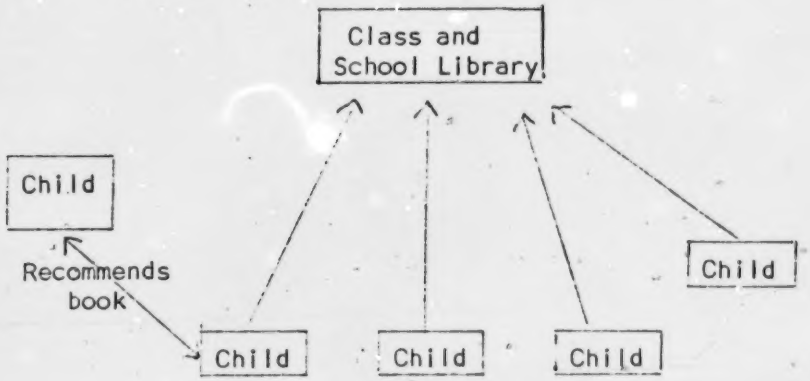
INTERACTION IN THE CLASS

A network developed when a group of five boys became interested in reading and recommended to each other Tolkien's novels. A larger network of boys and girls became interested in some novels by Judy Blume after Mr. Gaylord read Tales of a Fourth Grade Nothing aloud.

The interaction among the children in Mr. Gaylord's class was somewhat competitive. Several children from the "best" reading group tried to persuade Mr. Gaylord to let them read Watership Down (Richard Adams) as a group after he had read it aloud. They were disappointed when he hesitated and finally refused because the story was too long and demanding. Several children then read it on their own to perhaps prove that they could read a book as difficult as the Adams' novel.

During the year many read increasingly difficult books; for example, Eric[6] who began the year reading books typically interesting to children between eight and twelve years of age and ended reading some adult and adolescent books like H. G. Wells' War of the Worlds, Adams' Watership Down, and Tolkien's The Hobbit. He had heard most read aloud.

In Mrs. Smith's class the children turned to sources other than Mrs. Smith to find out what might be interesting, apparently because Mrs. Smith did not offer any suggestions either through oral reading or books used to teach reading in class. Because she did maintain a classroom library, many either went to the classroom collection or to the school library. In so doing, very few discussed books they read with others in the class. In effect, as can be seen in the diagram, although the children read a considerable amount, there was relatively little communication about books in Mrs. Smith's class. The diagram below approximates the dynamics of the reading community in Mrs. Smith's class:



Interaction in the Class

Each child went to the library on his or her own, most frequently without guidance from anyone else, although on an occasion one or more children did recommend a book to each other.

On the whole, the children in Mrs. Smith's class read books typical of their age. A favorite, for example, was The Boxcar Children (Warner), which was available in multiple copies in the classroom library. Most either got books from the school libraries, reading clubs, or turned to sources like their parents and/or the mass media. Some of the most challenging books came from one of the latter sources. (For a typical student's reading, turn to Brad's reading list[7].)

Why did Mr. Gaylord succeed and Mrs. Smith fail to create a climate in which children explored and talked about increasingly mature books? There are probably many reasons, some psychological and others educational and social. In general, it can be said that Mr. Gaylord took advantage of the fact that his class interacted as a community. By reading aloud every day, he made it clear that he considered some books worthwhile. By talking about class problems, he emphasized that he valued the opinions of his students. When he assigned the same books to reading groups, he established that children could read the stories themselves. The use of different books for the four reading groups insured competition among the children. Because books were important, book talk became important. In other words, reading literature as a publicly acceptable classroom activity was substantiated on many levels, creating powerful incentives for exploring books which Mr. Gaylord introduced.

Reading in Mr. Gaylord's class was also supported in the larger society. The children's parents borrowed the same books from the libraries in the city or bought them in bookstores. The children saw some of the same books on T.V. or at the movies. They knew that the books they read in class were for the real world, not just preparation for later life.

In Mrs. Smith's class reading was an activity which one did to learn how to read, not necessarily for immediate use in today's world. Through her own actions and at many levels, Mrs. Smith indicated that reading was a private matter that one did for "work." She found little time for reading aloud because that was "fun" and "fun" came after "work" in the basal reader. She frequently said that library books were meant to give children "practice in reading." There was, therefore, relatively little overlap between the books children were reading in class and those they heard about outside. Because there was little connection between the two, because reading was seen as a skill, the boys and girls had little incentive to talk about books or to exchange them.

In his closely reasoned book analyzing reading as a social art, Hamlet's Castle[8], Gordon Mills points out that we validate every book we read in a number of ways. We feel we are justified in reading a book because the story commands our attention for personal reasons. We also think a book is worthy because of judgments made by people important in our lives. Mills explains it as follows[9]:

> "The relationship of book and reading is affected by an inconceivable network of relations within an entire culture. Some parts are more significant than others. Validation is particularly dependent on a perception of the book as having a meaningful relationship to those especially significant elements."

In other words, books are "created as much to be talked about as to please the solitary reader."

Although it is not possible to make general conclusions from a single study of two classes, the findings of this study do indicate that teachers can make significant differences in the kinds of reading children do. It also is clear that methods and materials of teaching reading, reading aloud by the teacher, and the social climate within the class can all be factors in leading children into books.

[1]Some research on reading interests can be found in the following sources:

Emans, Robert. "What Do Children in the Inner City Like to Read?" Elementary School Journal 69, December, 1968, 118-22.

Gates, Arthur I. Interest and Ability in Reading. Macmillan, 1930.

Johns, Jerry L. "What Do Inner-City Children Prefer to Read?" Reading Teacher 26, February, 1973, 462-67.

King, Ethel. "Critical Appraisal of Research on Children's Reading Interests, Preferences and Habits." Canadian Education and Research Digest 7, December, 1967, 321-26.

Thorndike, Robert L. A Comparative Study of Children's Reading Interests. Teachers College, Columbia University, 1941, p. 41.

Witty, Paul, Alma Moore Freeland and Edith H. Grotberg. The Teaching of Reading. Heath, 1966.

Wiberg, John J. and Marion Trost. "A Comparison Between the Content of First Grade Primers and the Free Choice Library Selections Made by First Grade Students." Elementary English 48, October, 1970, 792-8.

[2]Norvell, George N. The Reading Interests of Young Children. East Lansing, Michigan; Michigan State University, 1974.

[3]Non-text books read by children in Mr. Gaylord's class in group reading lessons:

Blume, Judy. Iggie's House. New York, New York: Bradbury, 1970.

Blume, Judy. Tales of a Fourth Grade Nothing. New York, New York: Dutton, 1973.

Cameron, Eleanor. Stowaway to the Mushroom Planet. Boston, Massachusetts: Little-Brown, 1956.

Clearly, Beverly. Ramona the Pest. New York, New York: Morrow, 1968.

Cunningham, Julia. The Treasure is the Rose. New York, New York: Pantheon, 1973.

Estes, Eleanor. The Hundred Dresses. New York, New York: Harcourt-Brace Jovanovich, 1974.

Fitzgerald, John. The Great Brain. New York, New York: Dial, 1967.

Irving, Washington. Rip Van Winkle and The Legend of Sleepy Hollow. New York, New York: Watts, 1967.

Konigsburg, E. L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. New York, New York: Atheneum, 1967.

Lawson, Robert. Ben and Me. Boston, Massachusetts: Little-Brown, Co., 1939.

Mann, Peggy. My Dad Lives in a Downtown Hotel. New York, New York: Avon, 1974.

Norton, Mary. Bedknob and Broomstick. New York, New York: Harcourt-Brace Jovanovich, 1967.

O'Brien, Robert. Mrs. Frisby and the Rats of NIMH. New York, New York: Atheneum, 1971.

Robertson, Keith. Henry Reed, Inc. New York, New York: Dell, 1974.

Williams, Jay. The Hero from Otherwhere. New York, New York: Dell, 1973.

[4]The twenty-six books read aloud by Mr. Gaylord were:

Adams, Richard. Watership Down. New York, New York: Macmillan, 1974.

Alexander, Lloyd. The Book of Three. New York, New York: Macmillan, 1974.

Babbitt, Natalie. Kneeknock Rise. New York, New York: Avon, 1974.

Bach, Richard. Jonathan Livingston Seagull. New York, New York: Avon, 1973.

Blume, Judy. Iggie's House. New York, New York: Bradbury Press, 1970.

Blume, Judy. Tales of a Fourth Grade Nothing. New York, New York: Dutton, 1973.

Cameron, Eleanor. The Wonderful Flight to the Mushroom Planet. New York, New York: Little-Brown, 1954.

Carroll, Lewis. Alice in Wonderland. New York, New York: Dutton, n.d.

Dahl, Roald. Charlie and the Chocolate Factory. New York, New York: Knopf, 196

Dahl, Roald. Charlie and the Great Glass Elevator. New York, New York: Knopf, 1972.

Dahl, Roald. Danny the Champion of the World. New York, New York: Knopf, 1975.

Dahl, Roald. James and the Giant Peach. New York, New York: Knopf, 1961.

Dahl, Roald. The Fantastic Mr. Fox. New York, New York: Knopf, 1970.

Estes, Eleanor. The Hundred Dresses. New York, New York: Harcourt-Brace Jovanovich, 1974.

George, Jean. My Side of the Mountain. New York, New York: Dutton, 1959.

Hoban, Russell. The Mouse and His Child. New York, New York: Harper and Row, 1967.

Irving, Washington. Rip Van Winkle and the Legend of Sleepy Hollow. New York, New York: Watts, 1967.

Juster, Norton. The Phantom Tollbooth. New York, New York: Random House, 1961.

Koningsburg, E. L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. New York, New York: Atheneum, 1967.

Lewis, C. S. The Lion, the Witch, and the Wardrobe. New York, New York: Macmillan, 1951.

Merrill, Jean. The Pushcart War. New York, New York: Grosset and Dunlap, 1964.

Norton, Mary. Bedknob and Broomstick. New York, New York: Harcourt-Brace Jovanovich, 1957.

O'Brien, Robert C. Mrs. Frisby and the Rats of NIMH. New York, New York: Atheneum, 1971.

Selden, George. Cricket in Times Square. New York, New York: Dell, 1970.

St. Exupery, Antoine. The Little Prince. (Tr. by Katherine Woods.) New York, New York: Harcourt-Brace Jovanovich, 1968.

Tolkien, J.R.R. The Hobbit. Boston, Massachusetts: Houghton, Mifflin, 1974.

[5]The three books read aloud by Mrs. Smith were:

Blume, Judy. Tales of a Fourth Grade Nothing. New York, New York: Dutton, 1972.

Cleary, Beverly. The Mouse and the Motorcycle. New York, New York: Morrow, 1965.

Thomas, Rockwell. How to Eat Fried Worms. New York, New York: F. Watts, 1973.

[6]Eric's reading choices during the year in Mr. Gaylord's class, arranged chronologically: (Books generally read by adolescents and adults are starred)

Simon, Seymour. Space Monsters from Movies, T.V. and Books. Philadelphia, Pennsylvania: Lippincott, 1977.

Sobol, Donald J. More Two-Minute Mysteries. New York, New York: Scholastic Book Services, 1974.

Dixon, Franklin. The Ghost at Skeleton Rock. New York, New York: Grosset-Dunlap, 1966.

Cameron, Eleanor. The Wonderful Flight to the Mushroom Planet. Boston, Massachusetts: Little-Brown, 1954.

Beatty, Jerome. Matthew Looney and the Space Pirates. New York, New York: Avon, 1974.

Blume, Judy. Tales of a Fourth Grade Nothing. New York, New York: Dutton, 1973.

*Alexander, Lloyd. The Book of Three. New York, New York: Dell, 1969.

Sobol, Donald J. Encyclopedia Brown: Boy Detective. New York, New York, Nelson, 1963.

*Alexander, Lloyd. Castle of Lyr. New York, New York: Holt, Rinehart and Winston, 1966.

Selden, George. Cricket in Times Square. New York, New York, Dell, 1970.

Lewis, C. S. The Lion, the Witch and the Wardrobe. New York, New York: Macmillan, 1957

Smith, Robert K. Chocolate Fever. New York, New York: Coward-McCann, 1957.

Norton, Mary. Bedknob and Broomstick. New York, New York: Harcourt-Brace Jovanovich, 1957.

Fitzgerald, John D. The Great Brain Reforms. New York, New York: Dial, 1973.

*Bach, Richard. Jonathan Livingston Seagull. New York, New York: Avon, 1973.

*George, Jean C. My Side of the Mountain. New York, New York: Dutton, 1959.

*Tolkien, J.R.R. Hobbitt. Boston, Massachusetts: Houghton-Mifflin, 1938.

*Tolkien, J.R.R. Lord of the Rings. Boston, Massachusetts: Houghton-Mifflin, 1974.

*Wells, H.G. War of the Worlds. New York, New York: Airmont, 1964.

*Adams, Richard. Watership Down. New York, New York: MacMillan, 1974.

*St. Exupery, Antoine. The Little Prince. New York, New York: Harcourt-Brace

[7]Brad's reading choices during the year in Mrs. Smith's class: (Books generally read by mature readers are starred.)

Fitzgerald, John. The Return of the Great Brain. New York, New York: Dial, 1974.

Bacmeister, R. Brad and Shad. (No bibliographical information.)

Sobol, Donald J. Encyclopedia Brown: Boy Detective. New York, New York: Nelson, 1963.

Holt, Michael. The Big Book of Puzzles. New York, New York: Knopf, 1974.

Waber, Bernard. Lovable Lyle. Boston, Massachusetts: Houghton-Mifflin, 1969.

Hogrogrian, Nonny. The Hermit and Harriet and Me. Boston, Massachusetts: Little, 1972.

Blume, Judy. Tales of A Fourth Grade Nothing. New York, New York: Dutton, 1973.

Vinton, Iris. Look Out for Pirates. New York, New York: Beginner Book, 1961.

Warner, Gertrude. Surprise Island. New York, New York: Whitman, n.d.

Warner, Gertrude. Boxcar Children. New York, New York: Whitman, n.d.

Richelson, Geraldine. Star Wars Story Book. New York, New York: Random House, 1978.

Cleary, Beverly. The Mouse and the Motorcycle. New York, New York: Morrow, 1965.

Warner, Gertrude. The Yellow House Mystery. New York, New York: Whitman, n.d.

Warner, Gertrude. Mystery Ranch. New York, New York: Whitman, n.d.

Levy, Elizabeth. Something Queer's Going On. New York, New York: Delacorte, 1973.

Ostrom, John. Strange World of Dinosaurs. New York, New York: Putnam, 1964.

Fitzgerald, John. The Great Brain. New York, New York: Dell, 1971.

Fitzgerald, John. Sports Dictionary. (No bibliographical information.)

*McWherter, Norris. Guinness Book of World Records. New York, New York: Bantam, 1979.

Lobol, Arnold. Frog's Christmas. (No bibliographical information.)

Lobol, Arnold. Starfire. (No bibliographical information.)

Averill, Esther. The Firecat. New York, New York: Harcourt-Brace, 1960.

Milne. Winnie the Pooh. New York, New York: Dutton, n.d.

Scarry, Richard. Cars Trucks and Things that Move. New York, New York: Western Pub., 1974.

Scarry, Richard. Planes. (No bibliographical information.)

Scarry, Richard. All of Richard Scarry. (No bibliographical information.)

[8]Mills, Gordon. Hamlet's Castle. Austin, Texas: University of Texas, 1976.

[9]Mills, Gordon. Hamlet's Castle. Austin, Texas: University of Texas, 1976, p. 316